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Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgment of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf.)

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture, community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.
Conceptual framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas. Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often “the right answer”—the best ethical course of action to take—is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children’s development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children’s self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.
I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.
I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.
I-1.4—To appreciate the vulnerability of children and their dependence on adults.
I-1.5—To create and maintain safe and healthy settings that foster children’s social, emotional, cognitive, and physical development and that respect their dignity and their contributions.
I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.
I-1.7—To use assessment information to understand and support children’s development and learning, to support instruction, and to identify children who may need additional services.
I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.
I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.
I-1.10—To ensure that each child’s culture, language, ethnicity, and family structure are recognized and valued in the program.
I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.
I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

* There is not necessarily a corresponding principle for each ideal.
Principles

P.1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

P.1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child’s culture, language, ethnicity, and family structure.

P.1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P.1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P.1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children’s learning and development.

P.1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P.1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child’s needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child’s family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child’s success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P.1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P.1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P.1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P.1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II

Ethical Responsibilities to Families

Families* are of primary importance in children’s development. Because the family and the early childhood practitioner have a common interest in the child’s well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child’s development.

Ideals

I.2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I.2.2—To develop relationships of mutual trust and create partnerships with the families we serve.

I.2.3—To welcome all family members and encourage them to participate in the program.

* The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.
I-2.4—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6—To acknowledge families’ childrearing values and their right to make decisions for their children.

I-2.7—To share information about each child’s education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

**Principles**

P-2.1—We shall not deny family members access to their child’s classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2.7—We shall inform families about the nature and purpose of the program’s child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children’s records. These policy documents shall be made available to all program personnel and families. Disclosure of children’s records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family’s right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child’s welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child’s interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.
Section III

Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A—Responsibilities to co-workers

Ideals

I-3A.1—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.
I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.
I-3A.3—To support co-workers in meeting their professional needs and in their professional development.
I-3A.4—To accord co-workers due recognition of professional achievement.

Principles

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.
P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.
P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.
P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

I-3B.1—To assist the program in providing the highest quality of service.
I-3B.2—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.
P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.
P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.
P-3B.4—If we have concerns about a colleague’s behavior, and children’s well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague’s attention, we shall report the colleague’s unethical or incompetent behavior to an appropriate authority.
P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program’s administration or, when necessary, other appropriate authorities.

C—Responsibilities to employees

Ideals

I-3C.1—To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.
I-3C.2—To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3—To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4—To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person’s competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual’s sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee’s job performance and shall respect an employee’s right to privacy regarding personal issues.

Section IV

Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children’s welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have shared responsibility for addressing the ideals and principles that are identified as “collective.”
NAEYC Code of Ethical Conduct

Ideal (Individual)

I-4.1—To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children’s rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4.12—When we have evidence that an agency that provides services intended to ensure children’s well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.
Glossary of Terms Related to Ethics

**Code of Ethics.** Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

**Values.** Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

**Core Values.** Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

**Morality.** Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

**Ethics.** The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

**Professional Ethics.** The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas as they encounter in their work.

**Ethical Responsibilities.** Behaviors that one must or must not engage in. Ethical responsibilities are clear cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

**Ethical Dilemma.** A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

**Sources for glossary terms and definitions**


The National Association for the Education of Young Children (NAEYC) is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct (Code) has been developed in furtherance of NAEYC's nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8.

An individual's or program's use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

**NAEYC Code of Ethical Conduct Revisions Workgroup**

Mary Ambery, Ruth Ann Ball, James Clay, Julie Olsen Edwards, Harriet Egertson, Anthony Fair, Stephanie Feeney, Jana Fleming, Nancy Freeman, Marla Israel, Allison McKinnon, Evelyn Wright Moore, Eva Moravcik, Christina Lopez Morgan, Sarah Mulligan, Nila Rinehart, Betty Holston Smith, and Peter Pizzolongo. *NAEYC Staff*
Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will:

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.
Membership Application

Contact Information

*Name: 

*Street: 

*State:  

*Postal code:  

*City: 

*Country: 

*Email: 

*Telephone: 

[] Cell Phone 

[] Work Phone 

[] Home Phone 

*This is a (select one):  

[] New Membership  

[] Renewal (Membership #): 

Affiliate Membership

Membership in NAEYC includes national membership in addition to a regional Affiliate group. Non-US Residents should join the "NAEYC At-Large" Affiliate group. All other applicants may select your preferred Affiliate based on your location. View the back of this form to view a list of available affiliates.

Affiliate Selection:

Membership Level

Select your membership Level:

[] Entry Level Membership ($30) – Your digitally-based Introduction

[] Standard Level Membership ($69) – Ensure you're fully equipped as a professional! Select your free print subscription:

  [] Teaching Young Children – Magazine for Preschool Teachers
  [] Young Children – Peer-reviewed Journal

[] Premium Membership ($150) – Maximize your access to NAEYC. (Includes five books, two professional learning courses, and BOTH of NAEYC’s print publications!)

[] NEW! Family Membership ($35) – For families and advocates of young children

Note: Non-US Residents should add $22 for Standard level or $60 for Premium level membership to their dues for each year of membership for international shipping.

Payment

[] Check/money order enclosed. Make checks payable to NAEYC.

(If paying by check from a bank branch located outside of the United States, add a processing fee of $10 for amounts up to $90, add $20 for amounts over $90)

[] Visa, Mastercard, American Express, Discover – To process your membership with a credit card, please join online at NAEYC.org/membership, or contact the Customer Care Center at 1 (800) 424-2460, option 4.

Please return completed form with payment to the National Association for the Education of Young Children, P.O. Box 97156, Washington, DC 20090-7156.

Or fax to 202-328-2649

*All contact, affiliate, membership and payment fields are required to process your membership. Please allow 4-6 weeks after mailing for membership to become active. For immediate membership, join online at NAEYC.org.

NAEYC occasionally rents its mailing list to commercial firms to distribute information regarding early childhood-related products and services. Generated revenues are used to support NAEYC Activities.

[] I would like to have my name removed from the list
STAFF CONCERNS REGARDING ABUSE

- **What if I am wrong?**
  A child care provider who reports "suspected" abuse in good faith cannot make a "wrong" report. In most states, those who made reports in good faith are immune from civil or criminal liability.

- **What will happen to the child?**
  Each case is handled individually. Depending on the severity of the abuse and other assessments of the family a decision will be made whether to remove the child for safety reasons. In some cases, an adult may be removed from the home. In most cases, services to the family will focus on rebuilding family relationships.

- **What good is my report?**
  Child care workers often feel powerless in the process of reporting. Each report causes a disruption to an abusive situation and alerts authorities to the potentially abusive families. Sometimes the impact of your report will not show effect until much later, possibly after the child has left your care. It is important not only to look at immediate result and changes, but at long term effects a single report may have.

- **Will my report cause a parent to harm the child further?**
  This is often a concern and sometimes a problem. If this is a fear, convey this to the authorities. You make your report so they can assess this danger. In reality, there is probably more harm to be done if a report is not made. To the parent it may seem that you are condoning their treatment of the child.

- **Should I report emotional abuse or neglect?**
  If in doubt, YES. This type of abuse and neglect is difficult to substantiate, but if unreported it is likely that no change will be made in the treatment of the child. Be aware of other kinds of abuse or neglect (physical, sexual) that may be occurring with the same children. In some cases, providing education and information to the parents can be a role the child care provider and child protective services can assume.

- **What do I do to help an abused child heal?**
  Many child care providers are left with a feeling of helplessness, and powerlessness when they are to care for abused or neglected children. Responsible reporting is only one role; effective programming for the abused child is another very important role. Training resources for this information should be sought.
Children’s Center Job Descriptions

DIRECTOR

Position Summary
The director assumes formal administrative responsibility for the overall operation of the Children’s Center program, conducts the business affairs of the program and provides leadership in planning and directing the child development program workforce. The director is the educational leader of the program and provides guidance in integrating the philosophy and goals of the child development program with the developmental needs of the children. The director provides for the health, safety and nutritional needs of the children as well as the social service needs of the family. The director maintains rapport with the parents of the children attending the program and establishes and maintains open lines of communication with the campus and local community. The director assesses organizational performance and plans for the short and long term development of the Children’s Center program.

Essential Duties:

Administration and Management
- Identifies the roles and relationships of federal, state and local regulatory agencies in the administration of the child development program and ensures compliance with all applicable licensing and funding regulations.
- Responsible for delegating authority and responsibility according to the programs organizational chart.
- Communicates to parents and staff members both verbally and in written form clearly defined operating policies and procedures and makes policy decisions.
- Plans for short term and long term development of the program.
- Keeps informed on new trends, ideas and issues in education, child development, business, economics and demographics.
- Establishes an evaluation plan to assess organizational performance of the child development program on a continual basis, and includes staff and parents in process.
- Has overall responsibility for facilitating the human relations component of the child development program, and provides techniques and strategies to build commitment, trust, respect, openness and information sharing between the staff members.
- Establishes and maintains both the informal and formal lines of communication within the program and the campus and local community.
- Implements constructive approaches to conflict resolution and deals with conflicts and confrontations promptly.
- Assists University in teacher training and internship programs.

Business Management
- Prepares the projected annual operating budget, monitors the accounting of income and expenditures on a monthly basis, and prepares required child development financial reports.
- Initiates and supervises fund raising activities as well as writes grant proposals.
- Develops and contacts prospective funding sources. Makes budget presentations to funding sources as needed.
- Supervises facilities planning, operation and maintenance.
- Maintains an advertising and public relations program to promote enrollment.
- Develops admission procedures and policies.
- Monitors childrens enrollment and attendance to maintain full enrollment.

Staff Management
- Implements procedures for recruitment and selection of personnel.
- Determines needed staff positions based on appropriate adult child ratio.
- Supervises and consults with the teaching staff in the curriculum planning, classroom management, and the day to day program operation.
- Implements the employee performance evaluation procedure and involves staff members in self-evaluation and the evaluation of classroom management.
- Plans regular staff meetings and follows a prepared agenda with staff members contributing to the agenda.
- Interprets and implements personnel policies and maintains personnel records as required.
Children's Program
- Integrates the philosophy and goals of the program in relation to the developmental stages and cultural and linguistic diversity of the children.
- Implements a procedure for orienting the children to the child development program and includes a pre-enrollment visit for the children.
- Supervises the planning and implementing of the annual curriculum goals and objectives ensuring that the daily curriculum supports the program philosophy.
- Supervises classroom management procedures appropriate to the age and diversity of the children including: creating the learning environment, teaching techniques and strategies, interactions among staff and children, discipline, use of materials and space, and the daily schedule.

Family and Community Involvement
- Develops and supervises the procedures for interviewing prospective parents and for sharing information about the child development program.
- Establishes and supervises the parent orientation program which provides parents, both verbally and in writing, with an overview of the child development program components, the operating policies, procedures and practices, etc.
- Supervises the conducting of parent-teacher conferences and assures that the conferences are conducted at least twice year.
- Maintains the Parent Advisory Committee and assures that officers are elected annually and that regularly scheduled meetings are held.
- Develops and supervises the procedure for communicating with the community through a variety of means such as interpreting the program and goals to visitors, arranging for events sponsored by the program as a service to the community, and acting as a resource to the community, etc.

Support Services
- Supervises staff members who are responsible for reviewing and updating the health history and physician reports for each child including immunizations verification.
- Develops and supervises the procedures for observing the daily health of the children upon arrival as well as keeping the staff members updated on the current health status of each child.
- Develops and supervises the procedure for referring families to community social service and health agencies and assures the documentation of referrals and follow up services.
- Assures that information contained in the child's file is held in confidence and used only for purposes required by the child development program.
- Develops and supervises the safety program for the child development program which addresses the safety issues in the Center's environment.
- Supervises the planning and implementing of a sound nutritional program developed to meet the nutritional needs of the children according to State guidelines.
- Assures that the food program is culturally and developmentally appropriate for the ages of the children served.
- Develops and supervises the procedures for food purchasing, storing, preparation and serving processes, and record keeping of the food program.

Qualifications
Education: Must have a Master's degree from a four year college/university with major in Child Development or Early Childhood Education and a valid State of California Children's Center Administrative Permit.

Experience: Five years experience as an administrator in the field of ECE. Must possess the ability to teach University level courses in ECE.

Special Requirements: Must show proof of passing a pre-employment T.B. test, a physical examination, and fingerprinting. First Aid and CPR certification are required within 60 days of employment.

Physical Requirements: Must be able to sit for extended periods of time and lift or carry up to 25 pounds.
Must be able to hear a child calling for help.
Must be able to see a child on the playground.

Knowledge/Abilities: Ability to motivate others and inspire their confidence and cooperation.

Anna Bing Arnold Children's Center Job Descriptions

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PROGRAM COORDINATOR

Position Summary

Under the general supervision of the Director, the Program Coordinator is responsible for providing support for management of the child development program. The Program Coordinator will supervise the hiring, training and evaluation of student assistant teaching staff; maintain staff schedules; supervise parent participation; maintain safety documentation and order classroom supplies. The Program Coordinator will represent the Center at campus and community presentations and will be required to produce written communications about the Center.

Responsible to:

Children’s Center Director

Essential Duties

Staff Supervision:

- Responsible for recruitment, hiring, firing and supervision of student assistants and work-study employees.
- Orient new student assistants, work-study employees and professional staff to program philosophy, job responsibilities and health and safety practices.
- Oversee the evaluation and on-going training of student assistants.
- Keep student employment records updated.
- Keep staff members informed of policy and procedural changes.
- Transmit an understanding of the philosophy of the Center to all.
- Provide expertise, advisement and share in presiding at all-staff meetings.
- Provide assistance for Co-Teachers and others as related to their work with children and parents.

Administration:

- Oversee the maintenance of a safe and clean environment.
- Maintain a log of all activities related to safety.
- Coordinate the publication of a quarterly newsletter.
- Order classroom supplies while using the budget as a guide for all purchases.
- Assist Director in assuring that planned and unexpected expenditures are within budget limits and inform Director of purchasing needs.
- Present Center information at Student Services Orientations and other campus events.
- Assume daily responsibilities of Director, Office Manager or Co-Teachers in their absence.
- Maintain the Center library of children’s books and teacher resources.
- Prepare quarterly staff schedule based on children’s schedules, student’s available hours and Center needs.

Parent Education/Involvement:

- Design and manage the Parent Participation Program.
- Develop and distribute written materials for parents, communicating policies, procedures and parent education information.
- Encourage parent involvement in all areas of the Center program, including parent education workshops.
- Provide resources for parenting and keep an updated library for parents.
- Meet with parents to discuss problems with children.

General Responsibilities and Self-Development:

- Responsible for written and verbal communication with director.
- Attend staff meetings and conferences.
- Represent the Center at all Parent Advisory Committee (PAC) meetings.

Anna Bing Arnold Children's Center Job Descriptions

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- Participate in all PAC events.
- Seek out course work and utilize University resources for self-development.
- Be involved in professional organizations in Early Childhood Education.
- Provide information for observers and visitors.
- Perform other duties as assigned.

QUALIFICATIONS
Education: Minimum Requirements:
Bachelor's degree in Child Development or a related field.
Children's Center Supervisory Permit or equivalent.

Preferred Education: Masters degree in Child Development or a related field.
Parent Education experience.

Experience: Three years experience as a preschool teacher; supervising children
and implementing program.
Three years experience working with parents and volunteers.
Experience with children and parents of varied cultural, social and
economic backgrounds.
Experience in directing and coordinating the work of other adults in a
preschool program.

Special Requirements: Clerical skills and PC literacy.
Must be able to pass a pre-employment TB test and a physical examination.
First Aid and CPR certification are required at time of employment.

Physical Requirements: Must be able to sit for extended periods of time.
Must be able to lift and carry up to 25 pounds.
Must be able to hear a child calling for help.
Must be able to see a child on the playground.

Knowledge/Abilities: Demonstrated ability to establish a rapport with, and respect for, preschool children.
Ability to assume the responsibility of the Director in his/her absence.
Must demonstrate effective public speaking, writing and management skills.

This position is established on a 12-month basis with appropriate staff benefits.

CURRICULUM COORDINATOR

Position Summary
Under the general supervision of the Director, the Curriculum Coordinator of the Anna Bing Arnold Children's Center is responsible for developing curriculum and providing support for classroom projects. The Curriculum Coordinator must demonstrate the ability to extend the range of creative and expressive curriculum at the Center. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. This position requires supervision of other teachers and the ability to act in place of the Program Coordinator in her/his absence.

Responsible to
Children's Center Director

Essential Duties
- Is responsible working with classroom teachers and children to implement projects and activities
  appropriate for children between ages one to eight; evaluates the developmental growth of the children
and organizes activities which meet their individual needs; supervises the daily routine of the children's activities, creating environments where children can function and learn on their own and at their own rate of development.

- Teaches children to use a variety of creative media to express themselves;
- Encourages children to feel a sense of accomplishment by creating art that is admired for its beauty and uniqueness;
- Observes child interest and provides support for extending project work and developing expressive ideas;
- Teaches children to communicate visually and creatively what they may not be able to communicate verbally;
- Develops documentation of children's work and expressive vocabulary;
- Meet with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with health and safety requirements.
- Participates in weekly staff meetings.
- Provides on-the-job training to student assistants.
- Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Maintains developmental records on children for assessing their growth and for use in conducting parent conferences.
- Equips and maintains the atelier with appropriate creative expressive materials.
- Develops and participates in parent education programs.
- Design a program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Know proper emergency protocol and be able to act accordingly in the absence of the Director (or Program Coordinator).
- Attend all staff meetings, in service and parent meetings.
- Supervises other teachers and assistants in place of the Program Coordinator in his/her absence.
- Performs other related duties as assigned.

Qualifications

Education: B.A. degree from a four year college/university with major in Child Development or Early Childhood Education. A minor in art or art education is preferred. Must hold valid California Children's Center Master Teacher Permit.

Experience: Three years experience working with parents and teachers in a licensed agency with a preschool environment.

Special Requirements: Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.

Physical Requirements: Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.

Knowledge/Abilities: Ability to motivate others and inspire their confidence and cooperation. Ability to easily establish rapport with and respect for children and their parents. Ability to create a feeling of confidence and self-esteem in children and their families. Ability to encourage creative self expression.

This position is established on a 12 month basis with appropriate staff benefits.

OFFICE MANAGER

Position Summary

Anna Bing Arnold Children's Center Job Descriptions
Under the general supervision of the Director, the Office Manager of the Anna Bing Arnold Center will support the director in the day-to-day management of the center. This individual will perform a variety of secretarial functions of a responsible and difficult nature involving independent judgment and requiring the application of a comprehensive knowledge of a variety of policies, procedures and precedents. She/he will assist in maintaining rapport with the families of the children attending the program and maintain open lines of communication with the campus and community.

**Responsible to**

Children's Center Director

**Essential Duties**

- Serve in a support capacity to the Director.
- Answer telephones, screens visitors and questions, and serves as a general resource person for parents and staff as to policies, fees, attendance requirements, etc.
- Maintain employment files and children's files.
- Prepare all personnel/payroll forms for transmission to the Auxiliary Personnel Office.
- Handle inquiries for child enrollment; processes application with appropriate verifications and maintains waiting list.
- Enroll families on a quarterly basis.
- Verify all documentation necessary for qualification of families to State Preschool, General Childcare and CDE Child Care Food grant programs. Have intake interviews with families enrolled.
- Maintain Participant/Provider contracts for all General Childcare and State Preschool families enrolled.
- Maintain grant participant files with current income, class and employment information.
- Is responsible for accurately maintaining all income and expense ledgers of the Center and comparing computer printouts.
- Prepare Check Requisition forms for transmission to the Auxiliary Accounting.
- Is responsible for maintaining all record keeping necessary to maintaining all grants—Federal Food Program, General Childcare, State Preschool and others.
- Compile and submit monthly/quarterly reports for all grants. Maintains all accurate attendance and enrollment for all grants for annual audits.
- Invoice, collect, receipt, record tuition fees, and makes daily deposit to Auxiliary Accounting Office.
- Compile statistical data for various reports including annual budget.
- Maintain Children's Center web page.
- Approve participation of campus students for observation hours.
- Perform other related duties as assigned.

**Qualifications**

**Education:** B.S. Degree in Business Administration or equivalent.

**Experience:** Excellent secretarial skills and the ability to operate and maintain a variety of office equipment. Experience in Microsoft Office, Word and Excel is essential.

**Special Requirements:** Driving to purchase supplies and making occasional deliveries to the campus are responsibilities that would require the Office Manager to provide his/her own transportation.

**Physical Requirements:** Must be able to sit for extended periods of time and lift or carry up to 25 lbs.

**Knowledge/Abilities:** Ability to organize the workflow in a busy office.
- Ability to handle detailed work.
- Possess excellent communication, writing, telephone, and management skills.
- Demonstrates discretion, good judgment, confidentiality, and integrity.
- Demonstrates bilingual abilities.
FOOD PROGRAM MANAGER

Position Summary:
The Food Program Manager is responsible for the preparation and service of the nutrition program for up to 150 children and 25 adult supervisors. This includes breakfast, lunch, and snack at routine times and special preparation for extended day children at dinner. It is the responsibility of the Food Program Manager to be aware of and prepare foods for children with special dietary needs. This requires a person who is interested in serving children, flexible in meeting varying needs, and capable of working with a variety of teaching staff.

The Food Program Manager, under the direction and supervision of the Director, is responsible for the planning, purchasing, recording, use and inventory control of all elements of the nutrition program and is responsible for adhering to the requirements of the California Department of Education, Child Care Food Program and the Center’s nutritional philosophy, policies and procedures.

Responsible to:
Children’s Center Director

Essential Duties:
1. Food Planning And Recording:
   - Plan weekly menus for review and approval by the Director.
   - Prepare shopping list and report food purchasing needs to the director.
   - Assist in food purchasing.
   - Keep inventory of food and supplies.
   - Record amounts of food consumed at each meal to meet State requirements.
   - Complete CCFP menu production sheets daily.
   - Maintain daily food program reports (menus, quantities, numbers served).

2. Daily Food Service:
   - Prepare and serve food for breakfast, lunch and afternoon snack.
   - Clean all eating areas before and after meals.
   - Store all leftover food and record leftovers.
   - Portion food for individual tables and help deliver it.
   - Maintain strict adherence to safety procedures; attend safety meetings as scheduled.

3. Cleaning:
   - Maintain cleanliness of kitchen equipment and appliances daily.
   - Clean and organize food and supply storage areas.
   - Clean all appliances regularly, including vent hood.

4. Staff Supervision:
   - Responsible for the training, supervision and evaluation of nutrition assistant.

5. Program Support Activities:
   - Assist in the food preparation for all family events.
   - Assist in the food preparation for all special events.
   - Perform other duties as assigned.

Qualifications
Experience: One (1) year experience in cooking for a group served by the California Dept. of Education Child Care Food Program is required. Experience in working with young children is desirable.

Special Requirements: Must have transportation.

Physical Requirements: Must be able to lift a minimum of 20 pounds. Must be able to stand for long periods of time. Must be physically able to perform the duties as outlined.

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Revised 1/2003
Knowledge/Abilities:
The Food Program Manager must have an aptitude for learning and following proper food handling and annotation practices. The Food Program Manager must have an interest in serving attractive meals to young children while understanding the principles and values of good nutrition for the developing child. It is important that he/she be able to work with the children and adults within the established structure and philosophy of the Children’s Center. The Food Program Manager must be able to compute quantities accurately and to maintain careful records of quantities prepared and served. Ability to work with people from diverse backgrounds and interests.

This position is established on a 12-month basis with appropriate staff benefits.

INFANT/TODDLER LEAD TEACHER

Position Summary
Under the general supervision of the Director, the Infant/Toddler Lead Teacher of the Anna Bing Arnold Children’s Center is responsible for supervising the children and implementing curriculum. The Infant/Toddler Lead Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school’s educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. In addition to being responsible for the general supervision and management of a classroom the position requires supervision of other teachers and the ability to act in place of the Co-Lead Teacher in her/his absence.

Responsible to
Children’s Center Director and Program Coordinator

Essential Duties
- Is responsible for an assigned classroom for which he/she implements programs and activities appropriate for children between ages four months to thirty-six months; evaluates the developmental growth of the children and organize programs which meet their individual needs; supervises the daily routine of the children’s activities, creating environments where children can function and learn on their own and at their own rate of development.
- Is responsible for each child’s class assignment and for the personal operation and supervision of the classroom.
- Meets with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with “State of California Children Center Standards and Requirements”.
- Supervises the feeding of infants and toddlers, requiring the knowledge of basic foods and the skills required in order to prepare appropriate and nutritional foods.
- Conducts weekly staff meetings with classroom assistants and develops weekly lesson plans.
- Provides on-the-job training to student assistants to work as teacher aides.
- Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Maintains developmental records on children for assessing their growth and for use in conducting parent conferences.
- Conduct parent conferences for children in his/her classroom on an annual basis or more frequently if there is a need.
• Conduct home visits for each child in his/her classroom.
• Design a classroom program which respects each child’s cultural and ethnic background and supports diversity in a non-biased manner.
• Know proper emergency protocol and be able to act accordingly in the absence of the Director.
• Attend all staff meetings, in-service and parent meetings.
• Performs other related duties as assigned.

Qualifications

Education: Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Master Teacher Permit.

Experience: Two years full-time experience working with parents and teachers in a licensed agency with a preschool environment.

Special Requirements: Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.

Physical Requirements: Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.

Knowledge/Abilities: Ability to motivate others and inspire their confidence and cooperation. Ability to easily establish rapport with and respect for children and their parents. Ability to create a feeling of confidence and self esteem in children and their families.

This position is established on a 12 month basis with appropriate staff benefits.

PRESCHOOL/SCHOOL-AGE LEAD TEACHER

Position Summary
Under the general supervision of the Director, the Lead Teacher of the Anna Bing Arnold Children’s Center is responsible for supervising the children and implementing curriculum. The Lead Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school’s educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. In addition to being responsible for the general supervision and management of a classroom the position requires supervision of other teachers and the ability to act in place of the Co-Lead Teacher in her/his absence.

Responsible to
Children’s Center Director and Program Coordinator

Essential Duties
• Is responsible for an assigned classroom for which he/she implements programs and activities appropriate for children between ages two to eight; evaluates the developmental growth of the children and organized programs which meet their individual needs; supervises the daily routine of the children’s activities, creating environments where children can function and learn on their own and at their own rate of development.
• Is responsible for each child’s class assignment and for the personal operation and supervision of one classroom.

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• Meets with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
• Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with “State of California Children Center Standards and Requirements”.
• Conducts weekly staff meetings with classroom assistants and develops weekly lesson plans.
• Provides on-the-job training to student assistants to work as teacher aides.
• Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
• Supervises the children’s assessment process including a completed developmental profile of each child.
• Maintains developmental records on children for assessing their growth, for use in conducting parent conferences and for use in the planning and conducting of daily activities which are culturally and linguistically appropriate.
• Conduct parent conferences for children in his/her classroom on an annual basis or more frequently if there is a need.
• Design a classroom program which respects each child’s cultural and ethnic background and supports diversity in a non-biased manner.
• Know proper emergency protocol and be able to act accordingly in the absence of the Director.
• Attend all staff meetings, in service and parent meetings.
• Performs other related duties as assigned.

Qualifications

Education: Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Master Teacher Permit.

Experience: Two years full-time experience working with parents and teachers in a licensed agency with a preschool environment.

Special Requirements: Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.

Physical Requirements: Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.

Knowledge/Abilities: Ability to motivate others and inspire their confidence and cooperation. Ability to easily establish rapport with and respect for children and their parents. Ability to create a feeling of confidence and self-esteem in children and their families.

This position is established on a 12 month basis with appropriate staff benefits.

AFTER SCHOOL SUPERVISORY TEACHER

Position Summary

Under the general supervision of the Director, the After School Lead Teacher of the Anna Bing Arnold Children’s Center is responsible for supervising the children and implementing curriculum. The After School Lead Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school’s educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. In addition to being responsible for the general supervision and management of a classroom the position requires supervision of other teachers and the ability to act in place of the Program Coordinator in her/his absence.

Anna Bing Arnold Children’s Center Job Descriptions Revised 1/2003


**Responsible to**

Children’s Center Director and Program Coordinator

**Essential Duties**

- Is responsible for an assigned classroom for which he/she implements programs and activities appropriate for children between ages two to eight; evaluates the developmental growth of the children and organized programs which meet their individual needs; supervises the daily routine of the children’s activities, creating environments where children can function and learn on their own and at their own rate of development.
- Is responsible for each child’s class assignment and for the personal operation and supervision of one classroom.
- Meets with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with “State of California Children Center Standards and Requirements”.
- Supervises the staffing of the evening program and assumes operational responsibility during evening hours and when other supervisory staff is absent.
- Supervises the preparation of the evening nutrition period, requiring the knowledge of basic foods and the skills required in order to prepare interesting and nutritional foods.
- Conducts weekly staff meetings with classroom assistants and develops weekly lesson plans.
- Provides on-the-job training for student assistants to work as teacher aides.
- Provides supervision for practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Maintains developmental records on children for assessing their growth and for use in conducting parent conferences.
- Conduct parent conferences for children in his/her classroom on an annual basis or more frequently if there is a need.
- Design a classroom program which respects each child’s cultural and ethnic background and supports diversity in a non-biased manner.
- Know proper emergency protocol and be able to act accordingly in the absence of the Director.
- Attend all staff meetings, in service and parent meetings.
- Performs other related duties as assigned.

**Qualifications**

**Education:**

Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Supervisory Children’s Center Permit.

**Experience:**

Two years full-time experience working with parents and teachers in a licensed agency with a preschool environment.

**Special Requirements:**

Must be able to pass a pre-employment T.B. test and physical examination.

First Aid and CPR certification are required at time of employment.

**Physical Requirements:**

Must be able to lift a child who weighs up to 40 pounds.

Must be able to hear a child calling for help.

Must be able to see a child on the playground.

**Knowledge/Abilities:**

Ability to motivate others and inspire their confidence and cooperation.

Ability to easily establish rapport with and respect for children and their parents.

Ability to create a feeling of confidence and self esteem in children and their families.

*This position is established on a 12 month basis with appropriate staff benefits.*

Anna Bing Arnold Children’s Center Job Descriptions

Revised 1/2003
TEACHER 1 and TEACHER 2

Position Summary
Under the general supervision of the director the Child Care Center Teacher is responsible for assisting the Lead Teacher in supervising the children and implementing curriculum. The Child Care Center Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission.

Responsible to
Children's Center Director and Lead Teacher

Essential Duties
- Assist in planning and implementing the daily program under the direction of the Lead Teacher.
- Assist in preparing and setting up activities and learning centers.
- Use effective, positive discipline methods which are respectful of the child.
- Assist with collecting dates for maintenance of developmental records.
- Maintain a program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Work in cooperation with other classrooms to keep yards and equipment safe and in order.
- Treat all children with dignity and respect.
- Assume supervisory responsibility in the Lead Teacher's absence.
- Supervise the classroom when the Lead Teacher is out of the room.
- Inform the Lead Teacher or Director of any information about a child that you feel should be relayed to the parent.
- Maintain the confidentiality of all Center information and records.
- Attend all staff meetings, in-service and parent meetings.
- Know proper emergency protocol and be able to act accordingly.
- Perform other duties as assigned.

Qualifications
Teacher 1 and 2 Distinguishing factors:

Teacher 1 Education: Must have a valid State of California Children's Center Teacher Permit.

Teacher 2 Education: Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Supervisory Children's Center Permit.

Teacher 1 Experience: One year experience working with parents and teachers in a licensed agency with a preschool or infant/toddler environment.

Teacher 2 Experience: One year full-time experience working with parents and teachers in a licensed agency with a preschool or infant/toddler environment.

Requirements for Both Positions
Special Requirements: Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.

Physical Requirements: Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.

Other: Demonstrate ability to interact effectively with children, parents, and staff. Must show imagination, creativity, initiative, warmth, and flexibility.

This position is established on a 12 month basis with appropriate benefits. May or may not include quarter breaks.

Anna Bing Arnold Children's Center Job Descriptions
Revised 1/2003
TEACHER ASSISTANT

Duties/Responsibilities
The Children's Center assistant teacher is responsible for assisting the teacher in supervising the children, and developing and planning curriculum. The assistant teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the schools educational philosophy.

Responsible to
Classroom Lead Teacher

Essential Duties
- Assist in planning and implementing daily program under the direction of the Lead Teacher.
- Assist in preparing and setting up activities and learning centers.
- Use effective positive discipline methods which are respectful of the child.
- Assist with collecting data for maintenance of developmental records.
- Maintain a program which respects each child’s cultural and ethnic background and supports diversity in a non-biased manner.
- Work in cooperation with other classrooms to keep yards and equipment safe and in order.
- Treat all children with dignity and respect.
- Supervise the classroom when the teacher is out of the room.
- Be present and on time for regular working hours.
- Inform the teacher or director of any information about a child that you feel should be relayed to the parent.
- Maintain the confidentiality of all Center information and records.
- Attend all staff meetings, in-service, and parent meetings.
- Know proper emergency protocol and be able to act accordingly.
- Perform other duties as assigned.

Qualifications

Age: Eighteen years of age or older.

Education: Minimum of six units ECE/Child Development, or currently enrolled as a Child Development major.

Experience: Classroom experience with preschool age children preferred. Demonstrate knowledge of child development principles.

Special Requirements: Must be able to pass a pre-employment T.B. test and physical examination.

Physical Requirements: Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.

Other: Demonstrate ability to interact effectively with children, parents, and staff. Must show imagination, creativity, initiative, warmth, and flexibility.

Work Week: Part time, 20 hours per week maximum.

Anna Bing Arnold Children's Center Job Descriptions

Revised 1/2003
KITCHEN ASSISTANT

Position Summary:
This position is responsible for assisting the cook in preparing breakfasts, lunches, and snacks for the Children's Center. Food preparation, dishwashing and clean up will be required. The Kitchen Assistant must be a person who is interested in serving children, flexible in meeting varying needs, and capable of working with a variety of teaching staff. The purpose is to serve meals which are attractive and nutritious in a manner that encourages positive attitudes about eating.

Responsible to
Children’s Center Nutrition Coordinator

Essential Duties
- Assist cook in planning menus and shopping lists; preparation of food for breakfast, lunch and afternoon snack; portioning food for individual tables and delivering it to classrooms; storage of all leftover food.
- Maintain cleanliness of kitchen and equipment; clean up kitchen after meals; wash and store all food-preparation equipment; clean all appliances regularly; clean and organize cupboards and food storage areas.
- Perform all dishwashing duties.
- Able to substitute for the Cook in his/her absence.
- Must maintain strict adherence to safety procedures; must attend safety meetings as scheduled.
- Perform other duties as assigned.

Qualifications

Experience: No prior experience required.

Physical Requirements: Essential duties require the ability to lift a minimum of 20 pounds. Must be able to stand for long periods of time. Must be physically able to perform the duties as outlined.

Knowledge/Abilities: It is important that the Cook's Assistant be able to work with the children and adults within the established structure and philosophy of the Children's Center. Must possess the ability to work with people from diverse backgrounds and interests.

Work Week: Part time; 20hrs/week;
**Student Employee Performance Appraisal**

**INSTRUCTIONS:** Please evaluate the student employee for each criterion shown below. If the section does not apply, or if you lack sufficient information, please check the column marked "N" for "no evaluation." Check each characteristic as follows: A - Superior; B - Above Average/Good; C - Average; D - Below Average; E - Poor.

<table>
<thead>
<tr>
<th>I. Name of Student</th>
<th>Peoplesoft Employee ID No.</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Dates of Employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>To:</td>
</tr>
<tr>
<td>Student's Job Title</td>
<td>Classification Level</td>
<td>Reporting Unit &amp; Position No.</td>
</tr>
<tr>
<td></td>
<td>A O, B O, C O, D O, E O</td>
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<tr>
<td></td>
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<td># # # # # # # # # # # #</td>
</tr>
<tr>
<td>Brief Description of Duties</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. DEPENDABILITY &amp; COOPERATION:</th>
<th>A B C D E N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A B C D E N</td>
</tr>
<tr>
<td>1. DEPENDABILITY &amp; COOPERATION:</td>
<td></td>
</tr>
<tr>
<td>Trustworthy, punctual, reliable, responsible; able to work well with fellow employees, supervisor.</td>
<td></td>
</tr>
<tr>
<td>2. QUALITY OF WORK:</td>
<td></td>
</tr>
<tr>
<td>Work is accurate, thorough, acceptable; uses materials and time economically; eager to improve.</td>
<td></td>
</tr>
<tr>
<td>3. QUANTITY OF WORK:</td>
<td></td>
</tr>
<tr>
<td>Has ability to do a comparatively large amount of work of above-average quality; has ability to work under pressure.</td>
<td></td>
</tr>
<tr>
<td>4. PERSONAL APPEARANCE:</td>
<td></td>
</tr>
<tr>
<td>Neat, clean, suitably dressed, poised.</td>
<td></td>
</tr>
<tr>
<td>5. ATTITUDE TOWARD WORK:</td>
<td></td>
</tr>
<tr>
<td>Is courteous, cheerful, interested; willing to work at difficult or disagreeable tasks; takes instructions cheerfully.</td>
<td></td>
</tr>
</tbody>
</table>

**III. TERMINATION**

Would you re-employ this student? □ Yes □ No

**IV.** Additional Comments

__________________________________________________________
__________________________________________________________

Signature of Supervisor __________ Date __________

**V.**

This evaluation has been explained to me and I understand the contents. I also understand that my signature does not necessarily indicate my agreement with the above evaluation.

□ Checking this box indicates I authorize the information to be released to future employers for reference purposes.

Signature of Student __________ Date __________

SE-10 (2562) 5/07
## Employee Performance Evaluation

**Employee's Name:**

**Department:**

**Job Classification:**

**Hire Date:**

**Date of Evaluation:**

**Date of Last Evaluation:**

**Type of Evaluation:**
- [ ] Annual
- [ ] End of Probation Period
- [ ] Other

**Instructions:** This form is used to evaluate supervisory, professional, and general salaried and hourly employees. Any rate increases, promotions, and transfers require a current evaluation form. Assign a number for each rating within the scale and write that number in the corresponding box. Points will be totaled and averaged for and overall performance score. Please review the Assigning Performance Levels Sheet for a definition of each level.

### 5 - Exceptional  4 - Superior  3 - Satisfactory  2 - Improvement Needed  1 - Unsatisfactory

#### 1. Quality

- a. Work is accurate and precise.
- b. Recognizes and points out substandard workmanship.
- c. Displays thoroughness and completeness in work activity.
- d. Takes proper care of equipment/keeps work area clean.

#### 2. Productivity

- a. Amount of work completed (quantity).
- b. Utilizes time well.
- c. Organizes in such a manner to perform responsibilities.

#### 3. Job Knowledge

- a. Able to follow verbal and/or written instructions.
- b. Uses proper procedures.
- c. Uses proper methods and tools.
- d. Performs work without detailed instructions.
- e. Shows improvement on repetitive tasks.
- f. Able to train others (if applicable).
- g. Has practical/technical knowledge to perform job.

#### 4. Reliability

- a. Begins and finishes on time.
- b. Requires minimum supervision; completes tasks without prompting.
- c. Completes tasks efficiently within required time frames.
- d. Puts in extra time and effort.
- e. Does the best according to ability and within minimum job standards.

Total: Divide by 4

Total: Divide by 3

Total: Divide by 7

Total: Divide by 5

Average
5. Attendance
   a. At work on a daily basis.
   b. Start and finishes according to approved schedule (punctual).
   c. Calls to explain absence.
   d. Observes generally agreed work break/meal periods.

6. Initiative/Creativity
   a. Seeks out new assignments when finished with own work.
   b. Assumes additional responsibilities when needed.
   c. Properly selects priorities.
   d. Determines what must be done without being told.
   e. Makes suggestions on better ways of getting work done.
   f. Identifies and corrects errors during the work process.

7. Teamwork
   a. Works well with supervisors, peers, and subordinates.
   b. Sets an example with a positive and supportive attitude.
   c. Communicates well with coworkers and supervisors.
   d. Promotes teamwork in the work place.

8. Policy Compliance
   b. Adheres to all company policies and regulations.

9. Customer Service
   a. Establishes positive relations inter/intra departmentally.
   b. Responsive and courteous to client inquiries.

10. Other
    a. Judgment and decision-making.
    b. Adaptability.
    c. Problem solving.

Total Divide by 4

Total Divide by 6

Total Divide by 4

Total Divide by 2

Total Divide by 2

Total Divide by 3

Total Average
Divide by 10 = Overall Average
Supervisors Comments:


Employee Comments:


Employee Goals for the next Evaluation (use separate sheet if necessary)

1. 

2. 

3. 


Employee’s Signature  Date

Supervisor’s Signature  Date

Manager’s Signature  Date

For Human Resources Use Only

Evaluation received on: __________________________

Follow-up action form received: ___________________  Action approved by: ___________________
REVISED UAS DISPUTE RESOLUTION PROCEDURE

This procedure becomes effective February 15, 1995. All previously issued Handbook references, policy statements, procedures, memoranda and practices in conflict with this Dispute Resolution Procedure are hereby superseded.

Employment with the UAS is "At Will." This means you are free to terminate at anytime and the UAS is free to terminate your services at anytime. There is no guarantee of continued employment nor any requirement for "cause" to be established prior to terminating your employment with the UAS. The purpose of the UAS is to further the goals of the campus community and as such the UAS reserves the right to reorganize work of individuals or departments, reassign employees, redesign position responsibilities, determine the need for services, determine the levels of skill and experience required, determine the numbers of employees required in any classification or category, and lay-off or terminate employees with or without cause.

Our Dispute Resolution Procedure provides employees an opportunity to obtain a higher level review of decisions or disputes which are not satisfactorily answered or resolved by your immediate supervisor. Whenever an employee feels they have received unfair treatment in matters of work related disputes, discipline, lay-off or termination they may utilize the Dispute Resolution Procedure to obtain a higher level review.

The Dispute Resolution Procedure may also be utilized to report sexual harassment or any other form of unlawful harassment.

The Dispute Resolution Procedure is as follows:

Step One: The employee should first attempt to resolve the dispute with their direct supervisor. If the dispute is not resolved to the employees satisfaction at this level the employee may reduce it to writing on the UAS Dispute Resolution Report and proceed to Step Two. Any request for review at Step Two must be presented in writing within 5 working days of the final decision at Step One.

Note: If the complaint involves alleged sexual harassment or other unlawful harassment the employee may present the complaint directly to the Director Human Resources Management/EEO Officer or to the UAS Executive Director.
REVISED UAS DISPUTE RESOLUTION PROCEDURE

Step Two: The next higher level of authority will review the written Dispute Report, make an appropriate investigation, and attempt to resolve the dispute at this level. If the dispute is not resolved at this level the employee may request a review by the UAS Director Human Resources Management.

A request for the dispute to be heard by the Director Of Human Resources Management must be made within 10 days of Step Two final decision.

Step Three: The Director Of Human Resources Management will conduct an investigation to include interviewing the complaining party and any other involved individuals and make a recommendation to the UAS Executive Director for settlement of the dispute. The UAS Executive Director will make a final decision which will then be communicated in writing to the employee by the Director Of Human Resources Management.

The decision of the UAS Executive Director shall be final.
- All Rooms exit the building through the ramp by Bonsai Room.
- All are to remain on cement pad in the parking lot until all is clear.

Anna Bing Arnold Children's Center Evacuation Plan
How To Operate Your Fire Extinguisher

Following a major earthquake, your local fire department may be overwhelmed with calls for assistance. They may be unable to respond to small residential fires (frequently caused by arcing wires, downed electrical lines, damaged wiring in appliances, etc). Having a suitable home fire extinguisher in good condition, and knowing how to use it, may save your home — even your life! Remember, in 1906 the City of San Francisco was almost destroyed by fire, not by the earthquake.

Learn Now, Before There's A Fire!
☐ Read the label
☐ Instruct all family members
☐ Periodically review instructions and operations

Learn How To P-A-S-S

Pull
Pull the pin or ring ... some units require releasing of a lock latch, pressing a puncture lever, or other motion.

Aim
Aim the extinguisher nozzle at the base of the fire.

Squeeze
Squeeze or press the handle.

Sweep
Sweep from side to side slowly at the base of the fire until it goes out.

If a fire gets big, get out! Close the door to slow the spread of the fire.
INCIDENT REPORT

CHILD: ___________________________  TIME: ________  DATE: ________

DESCRIPTION OF INCIDENT: ____________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

FIRST AID APPLIED: ________________________________________________________________

____________________________________________________________________________________

Were gloves used? yes □ no □ If no, why not? _________________________________________

SIGNATURE OF OBSERVER: _________________________________________________________

SIGNATURE OF TEACHER: ___________________________________________________________  COPIES: parent -- original  child’s file -- copy

CAMPUS WALK

Date: ______________  Class: _____

Destination _____________________________________________________________

Departure Time: __________  Estimated Arrival Time: __________

Number of children: __________  Number of teachers: __________

Signature of Teacher in charge: ____________________________________________
Anna Bing Arnold Children's Center
Medication

Medication that is to be given to your child while attending our center must be in the original container, bearing the pharmacy label, plus written instructions on the form below as to the time of day and amount of medication to administer to your child.

Child's Name: ________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>MEDICATION</th>
<th>DOSAGE</th>
<th>TIME</th>
<th>GIVEN BY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

I do not hold the Children's Center responsible for any ill effects which would be the result of this medication administered to my child.

______________________________
Parent signature
GUIDELINES FOR EXCLUDING FROM DAYCARE

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from the child care setting until 1) a physician has certified the symptoms are not associated with an infectious agent or they are no longer a threat to the health of other children at the center or 2) the symptoms have subsided.

For the mildly ill child, exclusion should be based on whether there are adequate facilities and staff available to meet the needs of both the ill child and other children in the group.

**FEVER**
- Axillary or oral temperature: 100° F. or higher or Rectal temperature: 101° F. or higher; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash.

**RESPIRATORY SYMPTOMS**
- Difficult or rapid breathing or severe coughing:
  - child makes high-pitched croupy or whooping sound after he coughs.
  - child unable to lie comfortably due to continuous cough.

**DIARRHEA**
- An increased number of abnormally loose stools in the previous 24 hours. Observe the child for other symptoms such as fever, abdominal pain, or vomiting.

**VOMITING**
- Two or more episodes of vomiting within the previous 24 hours.

**EYE/NOSE DRAINAGE**
- Thick mucus of pus draining from the eye or nose.

**SORE THROAT**
- Sore throat, especially when fever or swollen glands in the neck are present.

**SKIN PROBLEMS**
- Rash - Skin rashes, undiagnosed or contagious
- Infected Sores - Sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.

**ITCHING**
- Persistent itching (or scratching) of body or scalp.

**APPEARANCE/BEHAVIOR**
- Child looks or acts differently: unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken.

**UNUSUAL COLOR**
- Eyes or skin - yellow (jaundice)
- Stool - grey or white
- Urine - Dark, tea colored
- These symptoms can be found in hepatitis and should be evaluated by a physician.
## Know the Facts of Infection Transmission in Child Care Centers!

<table>
<thead>
<tr>
<th>How Transmitted</th>
<th>Bacteria</th>
<th>Viruses</th>
<th>Parasites</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Direct Contact (Touching)</td>
<td>✰ Impetigo</td>
<td>✰ Chickenpox</td>
<td>✰ Lice</td>
</tr>
<tr>
<td></td>
<td>✰ Pink eye</td>
<td>✰ Cold sores</td>
<td>✰ Scabies</td>
</tr>
<tr>
<td></td>
<td>✰ Scarlet fever</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✰ Strep throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory</td>
<td>✰ Meningitis</td>
<td>✰ Cold &amp; Flu</td>
<td></td>
</tr>
<tr>
<td>(Inhaling droplets of infectious</td>
<td>✰ Hib</td>
<td>✰ Fifth Disease</td>
<td></td>
</tr>
<tr>
<td>nose, eye or throat secretions</td>
<td>✰ TB</td>
<td>✰ German measles</td>
<td></td>
</tr>
<tr>
<td>in the air, or by direct contact</td>
<td>✰ Whooping Cough</td>
<td>✰ Hand-Foot-Mouth</td>
<td></td>
</tr>
<tr>
<td>with nasal or mouth</td>
<td></td>
<td>✰ Measles</td>
<td></td>
</tr>
<tr>
<td>secretions. Contaminated</td>
<td></td>
<td>✰ Mumps</td>
<td></td>
</tr>
<tr>
<td>hand touches mouth or nose)</td>
<td></td>
<td>✰ Roseola</td>
<td></td>
</tr>
<tr>
<td>Fecal-oral</td>
<td>✰ Diarrhea</td>
<td>✰ Hepatitis A</td>
<td></td>
</tr>
<tr>
<td>(Touching infected stool or</td>
<td>(Campylobacter E. Coli Https</td>
<td>✰ Diarrhea (Giardia lamblia,</td>
<td></td>
</tr>
<tr>
<td>surface/</td>
<td>Shigella)</td>
<td>Cryptosporidium,</td>
<td></td>
</tr>
<tr>
<td>object contaminated</td>
<td></td>
<td>Dysentery)</td>
<td></td>
</tr>
<tr>
<td>with stool → hand to mouth or</td>
<td></td>
<td></td>
<td>✰ Tapeworms</td>
</tr>
<tr>
<td>nose)</td>
<td></td>
<td></td>
<td>✰ Pinworms</td>
</tr>
<tr>
<td>Direct transfer of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>infected blood or bodily</td>
<td>✰ CMV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>secretions (urine, saliva)</td>
<td>✰ Hepatitis B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>through broken skin or mucosal</td>
<td>✰ Herpes simplex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>surface (mouth, nose, eye)</td>
<td>✰ HIV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Most infections are spread by hand-to-hand and hand-to-surface-to-hand contact!

WHAT IS HEPATITIS B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50 percent of persons who become infected show symptoms of illness. The symptoms are like those of hepatitis A and include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite, and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear 6 weeks to 6 months after becoming infected with the virus. Death is uncommon in hepatitis B, but 5 to 10 percent of those infected become long-term virus carriers. Up to 25 percent of carriers may develop serious chronic liver disease.

HOW IS HEPATITIS B SPREAD?

An infected person can transmit hepatitis B as long as the virus remains in the blood. Transmission may occur as early as 4 weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1) Sexual activity involving semen, blood, or vaginal secretions,

2) Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors,

3) Sharing intravenous (IV) needles and/or syringes with someone who is infected,

4) Direct contact of infected blood with mucous membrane of the eye and mouth,

5) Direct contact of infected blood with broken skin (e.g., cuts),

6) Accidental needle sticks with needles containing blood from a virus carrier,

7) Sharing toothbrushes, and

8) Being born to an infected mother.
Universal Precautions

Faced with concerns about the spread of serious infections, hospitals and health centers have recently begun using a successful technique that may also be appropriate for child care settings. Rather than waiting to find out who is contagious, they treat everyone as a potentially infected person. The name of this infection control method is “Universal Precautions” and it gives a set of guidelines for when you come into contact with body fluids and wastes that carry germs. It's not a lot of extra work and it really pays off.

Many of us in child care are used to reacting to infections only when we notice signs or symptoms of illness. Then we rely on exclusion policies to control disease. But the germs causing a disease are spreading days before children appear ill. Children and adults with infections like colds, diarrheal diseases and skin and eye infections are often contagious 3-10 days before you might notice a symptom. Hepatitis and HIV/AIDS have even a longer incubation period.

With infections it doesn’t pay to wait! Germs are spread through contact with respiratory droplets, body wastes and blood. In the child care setting the universal precautions method would involve:

- **Washing hands frequently and well**
  - when staff arrive and leave
  - after wiping/blowing noses
  - before and after diapering and toileting
  - before and after food preparation

- **Proper waste disposal**
  - lining all trash cans with disposable
  - using trash cans with lids
  - bagging soiled diapers and wipes
  - using disposable paper on changing tables

- **Use of gloves for extra protection**
  - With the current concerns regarding the spread of hepatitis and HIV/AIDS, disposable gloves should be made available to all staff when they deal with blood.

- **Bleach**
  - Soap and water make a good cleaning solution, but to sanitize any soiled areas such as counters use bleach and water. Use 1 tablespoon of bleach for 1 quart of water or 1/4 cup of bleach for 1 gallon of water.

---

THE CENTER FOR HEALTH TRAINING
Cleaning & Sanitizing

Cleaning Gets Rid of the Dirt You Can See

A good Cleaning Solution is soap and water.

Cleaning and Sanitizing are Different

- To keep germs from spreading, you need to do both.

- Here's how often you need to clean and sanitize different parts of your center or home:

  A. Sanitizing after each use and clean daily:
     - Counters
     - Tables
     - Changing Table
     - Mouthed Toys
     - Isolation Area

  B. Clean and Sanitize Daily:
     - Toilets
     - Sinks
     - Kitchen Floor
     - Counters
     - Other Toys

  C. Wash and Sanitize Laundry Daily (add bleach)

  D. Vacuum and Sweep Daily

  E. Clean and Sanitize Weekly:
     - Cubbies
     - Cribs
     - Doorknobs
     - Drinking Fountain
     - Walls
     - Refrigerator
     - Trash Cans

  F. Shampoo Carpets Monthly

  G. Clean Anything Else As Needed

Sanitizing Gets Rid of Most of the Germs You Can't See

A good Sanitizing Solution is 1 tablespoon of liquid bleach + 1 quart of water.

or

1/4 cup of liquid bleach + 1 gallon of water.